

**SECTION XI - COMPREHENSIVE SCHOOL REFORM PROGRAM CONTINUATION PAGES****XI - A. IDENTIFICATION OF SCHOOLS INTENDING TO CONTINUE IMPLEMENTING A SCHOOL REFORM MODEL - List each building applying.**  
*Copy as needed.*

Funding priority will be given to schools identified as having the greatest need for improvement

- |  |  |
|--|--|
| <input type="checkbox"/> Title I Building(s) which did not meet Adequate Yearly Progress (AYP) | <input type="checkbox"/> Other Factors _____                         |
| <input type="checkbox"/> Non-Title I Buildings with High Dropout Rates                         | <input type="checkbox"/> Title I Building(s) with High Dropout Rates |
| <input type="checkbox"/> Growing Number of ESL Students  | <input type="checkbox"/> Other _____                                 |

Coordination of resources: What other Federal, State, local and private resources will be utilized to support and sustain the reform model? (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Title I (district and building funding levels) | <input type="checkbox"/> Even Start Family Literacy Program |
| <input type="checkbox"/> Title II (professional development)            | <input type="checkbox"/> District Funds _____               |
| <input type="checkbox"/> Title IV (SDFSC)                               | <input type="checkbox"/> State Funds _____                  |
| <input type="checkbox"/> Title V (Innovations)                          | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Parents As Teachers                            | <input type="checkbox"/> Other _____                        |
| <input type="checkbox"/> Local Professional Development Funds           | <input type="checkbox"/> Other _____                        |

**XI - B. IDENTIFICATION OF SCHOOLS INTENDING TO CONTINUE IMPLEMENTING A SCHOOL REFORM MODEL - List each building applying.**  
*Copy as needed.*

<b>Building Code:</b> _____ <input type="checkbox"/> 2 <sup>nd</sup> Year <input type="checkbox"/> 3rd Year <input type="checkbox"/> Pre-K <input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____	<b>Building Name:</b> _____ <input type="checkbox"/> Schoolwide <input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Title I Eligible Building Free/Reduced Lunch Percentage _____ Building Enrollment _____ DESE Approval Signature & Date _____
<b>Building Code:</b> _____ <input type="checkbox"/> 2 <sup>nd</sup> Year <input type="checkbox"/> 3rd Year <input type="checkbox"/> Pre-K <input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> Other _____	<b>Building Name:</b> _____ <input type="checkbox"/> Schoolwide <input type="checkbox"/> Targeted Assistance <input type="checkbox"/> Title I Eligible Building Free/Reduced Lunch Percentage _____ Building Enrollment _____ DESE Approval Signature & Date _____
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**SECTION XI - COMPREHENSIVE SCHOOL REFORM PROGRAM CONTINUATION PAGES****XI - C. COMPREHENSIVE SCHOOL REFORM DISTRICT SUPPORTING ACTIONS****District Assistance and Support:** *(check all that apply)*

DISTRICT CSIP GOAL(S) #

- ☐ Provide Disaggregated Information At The Building Level
- ☐ Assist With Interpretation Of Data
- ☐ Assist With Gathering Pertinent Data
- ☐ Support Staff Development Efforts Of The School Reform Program
- ☐ Provide Liaison Between Building(s) And District Administration/School Board
- ☐ Create Waivers For District Procedures And Guidelines That May Impede Reform Efforts
- ☐ Conduct On-Site Observations Of Building Reform Efforts
- ☐ Review (annually) Building School Improvement Plans For Incorporation Of School Reform Efforts
- ☐ Include Building Reform Efforts In District CSIP
- ☐ Participate In Any Statewide Evaluation Efforts For The Building Reform Effort
- ☐ Conduct Teacher And Student Surveys Relating To Building Reform Efforts
- ☐ Conduct Parent Surveys And Participation Data Relating To Building Reform Efforts
- ☐ Other
- ☐ Other

Additional Information *(optional)***Equitable Access**

DISTRICT CSIP GOAL(S) #

To ensure equitability of instruction and services to all children, the district will disaggregate performance data by race/ethnicity, gender, and disability for the following areas:

- academic achievement;
- attrition/dropout rates;
- student placement;
- attendance rates;
- retentions/suspensions/expulsions

The district will

- modify curriculum and instruction to address the needs identified through analysis of disaggregated data;
- remove all cultural, racial, linguistic and gender bias from materials and items developed to support the state's content and performance standards and assessment system;
- attend to fairness and the inclusion of a diverse range of stakeholders in the development of the assessment system;
- ensure the equitable access to and participation in district-level activities for students, teachers, and other beneficiaries with special needs;
- ensure district committees continue to be representative of the area's diverse populations; and a balance will be continuously sought to ensure representation of businesses; communities; parents; teachers; and administrators;
- will ensure all workshops and training sessions are held in facilities that allow access by physically disabled persons.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE

DATE